**Sculpture 1 and 2**

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**☺ Objective:** Students will learn to use a variety of methods, tools and materials to create meaningful artwork. Students will utilize the *creative process* to strengthen creative confidence and ability. Students will also learn historical and cultural aspects of the art world in relation to their own artwork.

**☺ Projects:**

**Sculpture 1**

* Additive Sculpture: We will do a variety of different sculptures that will require adding clay.
* Subtractive Sculpture: This type of sculpture involves removing material, like carving a stone.
* Linear Sculpture: Students will created something 3D from a 2D element: Line (wire)
* Planer Sculpture: Students will create something 3D from a 2D element: Shape (carboard)

**Sculpture 2**

* Theme Set: Students create a set of small sculptures that share a common design
* Narrative Bust: Students again create a bust using the armature but have to incorporate multiple visual components and symbolism to help tell a story
* Inspired Sculpture: Students research a famous 2D artist and make a 3D representation of their work
* Functional Sculpture: Students create a useable piece of artwork (often some type of vessel

**☹ Behavior:** Actions or language that violates the golden rule will not be tolerated. Missed class time due to behavioral problems will result in a loss of points. Remember to respect each other, respect the teacher and respect the artwork. Do not touch anyone’s project unless you have permission. \*No cell phones/IPODS in class. These items are easily damaged or misplaced in an art studio and can also be very distracting. You can use the classroom phone if you need to contact parents.

**☺ Clean-up:** clean up starts 10 minutes before the bell. It is imperative that all tools are returned to the correct designated areas. If you are unsure where something goes, please ask. I will normally write a pass if clean up takes you longer than expected, but I will not write a pass for extra work time. NO HERDING BY THE DOOR. Use Aprons if needed.

**☺ Grading:** A – B – C – D – F (90%, 80%, 70%, 60%). This is art so grading will be subjective (beauty is in the eye of the beholder) but I will make it as Objective (1 + 2 = 3) as possible. Every project will include a rubric so that students know what is required to earn an excellent grade. Parents may email me for an updated grade at any time. Points earned on projects are relative to the time spent working on them. I track use of work time and I am basically “paying” you points every day (you have to earn them). \*If I assign a 10 day project I am making it worth ten days worth of points. How you use the time has a strong impact on the final grade of each project. If a student does finish early, then he/she must find a way to use the class time in a productive way.

**☺ Late work:** I do accept late work but it us up to the student to find the studio time to complete assignments. I am here at 7:10 every morning but I am not here the second half of the day. It is the students responsibility to make up for missed class time.

**☺ Absences/Tardiness:** I will take attendance each day at the beginning of the period and I do expect students to be on time.

**☺ Extra Credit:** I will give extra credit for approved work. This may be quality artwork, writing assignments and/or clean-up jobs. Every student has the potential to earn an excellent grade by completing extra quality work. Of course you cannot double dip by using time I am already paying you points for to do extra work (only after all assignments are complete including written work).

**☹ Lost or Broken Work:** Every once in a while artwork will become misplaced. Most often it is found by me because I have the magical grown-up power of finding things that are not in plain sight. If I am forced to use my grown-up vision to locate your work and it was right where I said it was all along I will not be pleased. If your work is broken, I will decide whether or not it was artist error or something outside your control and then I will discuss a contingency plan with that individual student on a case by case basis. Journals should not be taken home, and do not get creative with where you store your work.